



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7634 W Camelback Rd, Glendale, AZ 85303

Camelback Education, Inc

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Not Evaluated
2002-03	New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Karen Kordon  
 Schedule : 07:30 AM to 03:30 PM  
 Grades : K-6  
 2005 Enrollment : 353  
 Web Address : [www.camelbackacademy.com](http://www.camelbackacademy.com)  
 Phone Number : (623) 247-2204  
 Fax Number : (623) 247-1113  
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### Mission

Camelback Academy's mission is to guide students in the development of their character and academic potential through a small classroom, family oriented environment with an emphasis on high moral values and back to basic academic standards.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To improve student academic performance by implementing a back to basics approach across the curriculum. Technological proficiency will be increased in the classroom. Extracurricular programs and athletic activities that promote social skills.
- ü Improve evaluation and assessment of student progress through diverse assessment methodology. Self-evaluation and reflection, traditional assessment, performance evaluation, and portfolios are utilized concurrently to measure performance.
- ü To improve student academic performance by concentrating on the writing process. We implement the 6-Traits writing process in all subject areas.
- ü Improve academic achievement of English Language Learner population.

### Enrollment

October 1, 2004 School Year Student Enrollment : 226  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 209

## Instructional Programs

- Ü Regular Education Core Classes
- Ü Inclusion
- Ü English Immersion
- Ü Resource
- Ü 6-Traits Writing
- Ü Spaulding Phonics

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

Meet the needs of the diverse student. Instruction compliant to state standards; Character is stressed; appropriate consequences mandated; multi-modality assessment; students progress communicated; safe environment; lifelong learner philosophy.

### Parents

Parents provide proper life sustenance; show interest in child's education; instill responsibility; communicate with staff; positive attitudes concerning education; encourage attendance; abide by school rules and expectations; model good character.

## Transportation Policy

Transportation is provided by the parent, guardian, or designated adult.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Staff Character Counts Awards/Site Recognition	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	20	79306	95	95	99	427	427	445	12	12	10	24	24	18	59	59	51	6	6	20
All Students (Prior Year)	16	16	75509	94	94	100	490	490	521	21	21	13	36	36	23	36	36	33	7	7	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	13	13	40583	93	93	99	424	424	445	18	18	11	27	27	18	45	45	50	9	9	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	12	12	36197	100	100	99	429	429	463	0	0	5	36	36	11	64	64	53	0	0	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	17	17	69060	94	94	98	428	428	454	14	14	7	21	21	17	57	57	54	7	7	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	13	13	39966	100	100	100	429	429	459	8	8	6	25	25	12	58	58	52	8	8	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	20	79395	95	0	99	436	436	446	6	6	9	35	35	25	59	59	55	0	0	11
All Students (Prior Year)	15	15	75492	88	88	100	496	496	519	23	23	12	31	31	16	31	31	47	15	15	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	13	13	40618	93	0	99	426	426	440	9	9	11	45	45	27	45	45	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	11	11	36221	92	0	99	444	444	465	0	0	4	30	30	15	70	70	63	0	0	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	17	17	69139	94	0	99	436	436	454	7	7	7	29	29	24	64	64	58	0	0	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	12	12	39986	92	0	100	430	430	461	9	9	4	36	36	16	55	55	63	0	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	78869	100	100	99	459	459	442	6	6	6	11	11	21	72	72	63	11	11	10
All Students (Prior Year)	16	16	75053	94	94	99	541	541	597	14	14	7	21	21	12	64	64	72	0	0	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	14	14	40302	100	100	99	436	436	428	8	8	8	17	17	26	67	67	60	8	8	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	12	12	36078	100	100	99	488	488	459	0	0	4	0	0	16	91	91	66	9	9	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	18	18	68697	100	100	98	454	454	454	7	7	4	13	13	18	73	73	67	7	7	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	13	13	39837	100	100	100	470	470	457	0	0	4	8	8	14	83	83	67	8	8	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	22	78906	96	96	99	443	443	498	57	57	13	29	29	19	10	10	48	5	5	20
All Students (Prior Year)	21	21	76019	100	100	100	484	484	499	16	16	14	58	58	39	11	11	14	16	16	33
Female	12	12	38644	86	86	99	435	435	500	64	64	12	27	27	19	9	9	49	0	0	19
Male	10	10	40236	100	100	99	452	452	497	50	50	15	30	30	19	10	10	46	10	10	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	10	10	36483	100	100	99	461	461	517	40	40	7	30	30	13	20	20	51	10	10	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	13	13	68310	87	87	98	449	449	509	54	54	9	31	31	18	8	8	51	8	8	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	12	12	38679	92	92	96	453	453	483	55	55	20	18	18	25	18	18	45	9	9	10
Non-Economically Disadvantaged	10	10	40295	100	100	100	433	433	513	60	60	7	40	40	13	0	0	50	0	0	30

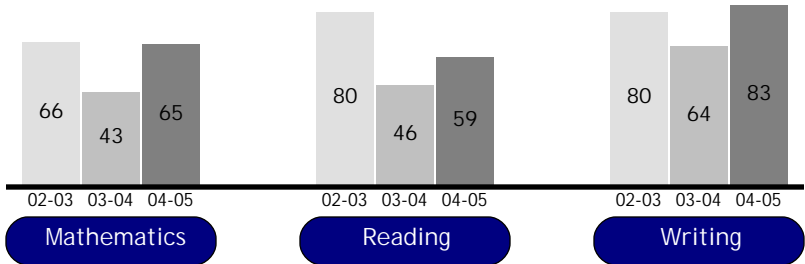
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	22	78908	96	0	99	452	452	484	19	19	10	57	57	23	19	19	58	5	5	9
All Students (Prior Year)	20	20	76020	95	95	100	496	496	503	56	56	25	28	28	23	11	11	40	6	6	12
Female	12	12	38648	86	0	99	454	454	489	18	18	8	45	45	22	36	36	61	0	0	10
Male	10	10	40233	100	0	99	451	451	479	20	20	12	70	70	25	0	0	55	10	10	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	10	10	36502	100	0	99	467	467	502	10	10	4	50	50	14	30	30	67	10	10	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	13	13	68312	87	0	98	455	455	493	15	15	7	62	62	21	15	15	62	8	8	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	12	12	38662	92	0	96	455	455	468	27	27	16	36	36	32	27	27	49	9	9	3
Non-Economically Disadvantaged	10	10	40315	100	0	100	450	450	498	10	10	5	80	80	15	10	10	66	0	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	78750	100	100	99	479	479	500	5	5	6	59	59	29	36	36	63	0	0	2
All Students (Prior Year)	20	20	75673	95	95	100	459	459	530	29	29	12	35	35	25	35	35	58	0	0	4
Female	13	13	38586	93	93	99	503	503	515	0	0	4	50	50	22	50	50	71	0	0	3
Male	10	10	40135	100	100	99	452	452	486	10	10	8	70	70	35	20	20	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	10	10	36440	100	100	99	500	500	516	0	0	3	60	60	22	40	40	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	14	14	68196	93	93	98	478	478	513	7	7	3	57	57	25	36	36	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	13	13	38558	100	100	96	487	487	485	0	0	8	67	67	37	33	33	54	0	0	1
Non-Economically Disadvantaged	10	10	40260	100	100	100	470	470	514	10	10	3	50	50	21	40	40	72	0	0	4

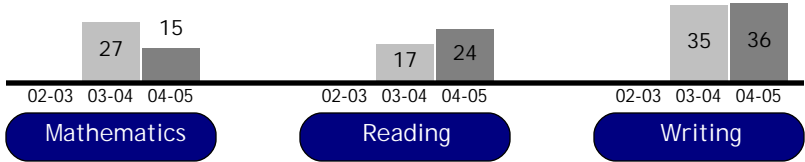
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	84	44	44	50	95	50	NA	58	97	34	34	47
	Language	95	25	25	43	95	36	36	50	97	35	35	47
	Mathematics	84	44	44	57	95	41	41	64	95	33	33	50
3	Reading	100	47	47	47	94	37	NA	55	95	41	41	44
	Language	100	59	59	54	89	61	61	61	95	37	37	44
	Mathematics	100	36	36	54	89	44	44	61	95	35	35	51
4	Reading	NC	NC	NC	52	92	34	NA	56	100	39	39	48
	Language	NC	NC	NC	48	96	25	25	52	100	38	38	49
	Mathematics	NC	NC	NC	57	92	35	35	61	100	40	40	53
5	Reading	--	--	--	50	95	33	NA	55	96	34	34	50
	Language	--	--	--	46	100	39	39	49	96	33	33	50
	Mathematics	--	--	--	57	100	47	47	63	96	19	19	49
6	Reading	--	--	--	53	--	--	--	56	93	37	37	51
	Language	--	--	--	45	--	--	--	48	93	35	35	47
	Mathematics	--	--	--	62	--	--	--	66	93	35	35	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

## Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	16.00
Other Professional Staff	1.00	Teacher Aide	.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	1	2	0	0
10 or more years	3	1	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	25%
Percent of core classes not taught by Highly Qualified Teachers	12%

## Resources Available at School Site

## Special Facilities

Ü Gymnasium	Ü Resource Room
Ü Cafeteria	

## Extracurricular Activities

Ü SHAPE Enrichment
Ü Student Council
Ü After school clubs
Ü After school club sports

## Social Services

Ü National Character Counts Alliance	Ü Family Wellness
Ü Community Guest Speakers	
Ü Parent Involvement Network	
Ü Parent/Teacher Association	

Ü Adequate progression in AIMS and Terra Nova

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Transfers Out Rates <sup>5</sup>	26	12	12	17
Transfers In Rate <sup>6</sup>	20	28	28	37
Stability Rate <sup>7</sup>	73	87	87	82
Promotion Rate <sup>8</sup>	10	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Safe Schools Action Plan: A guide for school, parents, & community dealing with critical situations. Information, strategies, and procedures are provided on emergency response teams, accidents off campus, all situations on or off campus, emergency numbers. An emergency preparedness plan for crisis prevention/intervention actively implemented.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Karen Kordon	(623) 247-2204
Community Resources	Karen Kordon	(623) 247-2204
School Nutrition Programs	Joy Peralez	(623) 247-2204
Parent Organization	Kimberly Windish	(623) 247-2204
Student Health/Nurse	Veronica Barrow	(623) 247-2204

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

#### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

#### TITLE I TERMS

##### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

##### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

##### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

##### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

##### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.